

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12NMI**

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Tammy Davis

Official School Name: Central Elementary School

School Mailing Address: 405 South Sixth  
Artesia, NM 88210-1826

County: Eddy State School Code Number\*: 22151032

Telephone: (575) 746-4811 E-mail: tdavis@bulldogs.org

Fax: (575) 746-8765 Web site/URL: www.bulldogs.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Mike Phipps Superintendent e-mail: mhipps@bulldogs.org

District Name: Artesia Public Schools District Phone: (575) 746-3585

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Lowell Irby

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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12NM1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

12NM1

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)  
(per district designation): 2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
10 Total schools in district
2. District per-pupil expenditure: 6800

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	20	16	36		8	0	0	0
2	15	22	37		9	0	0	0
3	18	10	28		10	0	0	0
4	18	20	38		11	0	0	0
5	6	10	16		12	0	0	0
Total in Applying School:								155

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
73 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
27 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 20%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1, 2010	155
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent of English Language Learners in the school: 11%  
 Total number of ELL students in the school: 18  
 Number of non-English languages represented: 1  
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 73%

Total number of students who qualify: 117

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%

Total number of students served: 25

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>7</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>0</u>
Total number	<u>20</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

In 1905 the community of Artesia, NM recognized the need for quality education and began the town's first school, Central Elementary School. For more than 100 years Central School has continued to believe in the importance of excellence in education and has been committed to continually changing and growing to meet the needs of an ever-evolving community. Artesia is now home to an Early Childhood Center, five elementary schools, an intermediate school, a junior high school and a high school. Central School is the smallest of the elementary schools and is located in the middle of the town in a neighborhood of primarily low-income families. 73% of our students qualify for free or reduced lunches and more than 70% of our students are Hispanic.

In more recent years, drugs and crime have played an increasing role in the lives of many of our students. In a population of 162 students, less than 30 of these children live in a traditional nuclear family. Most of our children live in single-parent homes, as a part of blended families, with grandparents, or great-grandparents, or in other challenging situations. Obstacles abound for our learners including incarcerated and deceased parents, extreme poverty, and daily lives burdened with substance abuse and violence.

Despite these circumstances and in the midst of these problems our students grow and learn and excel. Our staff is dedicated to the mission of helping our students find a dream and then to provide them with the knowledge and skills to make those dreams come true. Many of our students have Dream Folders, created with the principal, that contain images and words of exactly what the student dreams of for their future. Students visit and revisit those folders as they are encouraged to keep their dream alive. Each spring our fifth grade students visit a university campus to help put a picture in their minds for a dream of college. Our students have never seen a university, so often they aren't sure of how to dream of a university. We believe our students can reach amazing goals if they have a dream backed up by an excellent education. Our vision statement, "Excellence Without Excuses," is not just a pithy mantra, but a guiding principle for our staff and our students.

In the past five years Central School has consistently had some of the highest test scores in the district and performed well above the state average in every area. Our school has made AYP every year and this year in New Mexico's new A-F grading system, Central was one of only 25 elementary schools in the state to earn an A. In each of the last five years there has been almost no gap in test achievement between all students and students classified as low-income, nor has there been a gap between all students and Hispanics. Unexpected results such as these led to a visit from the governor last spring with many questions examining what Central School was doing differently from other schools with similar demographics that were not seeing such promising performances.

One overriding key to this success is an amazing staff that believes in the vision statement. We believe in excellence in all we do, and we will not accept excuses. The teachers at Central School will find a way to reach and teach every student every day. Assessment is ongoing and the results are guides to instruction. Each piece of data that is gathered is utilized to make a plan that allows students to meet our very high expectations, both academic and behavioral. Although it may be challenging, every student is empowered by the educators in the building to continue working until their goals are met, and then to set new goals. Perseverance is a strength found in our staff and consistently communicated to our students.

The National Blue Ribbon Schools Program recognizes excellence that is demonstrated through student achievement. Central School students demonstrate this level of excellence through academic performance on state tests, short-cycle assessments, attainment of goals, and classroom assignments. Excellence is also demonstrated through citizenship and character. Students contribute generously to a variety of fund-raising events including the United Way and Pennies for Patients. Everyone follows the Respect Policy in which they respect themselves, others, and our school. Visitors often comment on their excellent manners

and considerate behavior. At Central School we believe that excellence of character is an important component of student success.

Central Elementary School believes in excellence. We believe that excellence begins with dedicated educators that accept nothing but the best from themselves and their students. We believe that excellence is an attainable goal for every student that walks through our doors, whether they stay for five weeks or all five years. We believe that excellence is sustainable when it becomes the culture of the school and the expectation of all shareholders. We believe in “Excellence Without Excuses”.



### 1. Assessment Results:

#### A. Performance Levels

In New Mexico the statewide assessment is the New Mexico Standards Based Assessment (NMSBA or SBA). This assessment is administered in the spring of the year and initially was given to all students in grades 3-9 and to 11<sup>th</sup> graders. Funding issues have altered that schedule in recent years, but for the purposes of Central School, all of our students in grades 3-5 take the NMSBA. The NMSBA is an assessment that is not timed and it is administered over several days. Tests are administered in Reading, Math, Science and Writing. The assessment contains multiple choice and open-ended response questions. The open-ended questions are both short-answer and extended response items. Multiple choice items are worth one point, and open-ended responses are worth up to four points each. The results are reported as scale scores, and this assessment identifies learners as Beginning Steps, Nearing Proficiency, Proficient, or Advanced. The cut scores for these levels are determined by the New Mexico Public Education Department and are subject to change. For example, in 2008 for 4<sup>th</sup> grade reading 286-599 was Beginning Step, 600-639 was Nearing Proficiency, 640-682 was considered Proficient and 683-985 was Advanced. In the most recent testing cycle in 4th grade reading, 400 to 425 was beginning Steps, 426 to 439 was Nearing Proficiency, 440 to 451 was Proficient, and 452 to 480 was Advanced.

For our state and our school, only Proficient or Advanced are acceptable levels of performance. The percentage of students scoring proficient or advanced on each test and in each sub-group has been the determinant for making Adequate Yearly Progress. New Mexico has a waiver from some portions of NCLB, and the NMSBA results will now be the major determinant for the state's A-F school grading system rather than AYP.

#### B. Performance Trends

Over the last five years the test scores at Central School have maintained levels that are above the state's averages in both math and reading. Math scores have shown a steady incremental growth from 45% of all students being Proficient or Advanced on the assessment given in the spring of 2006 to 68% Proficient or Advanced on the test administered in the spring of 2011. The reading scores were at 72% Proficient or Advanced in 2006 and 71% proficient or Advanced in 2011. The data shows a dip in the 2010 scores in both math and reading with a more significant drop in reading that may be attributed to the transfer of several special needs students into the school. Central School was one of the first in the district to implement full-inclusion classrooms and the success of these programs led to several students leaving their home schools in order to receive those services. When testing less than 100 students the influx of students with identified learning problems in reading has the potential to impact scores.

After reviewing the reading scores and observing that student growth was not commensurate with the growth seen in math, our staff made significant revisions to the reading program including the adoption of basal readers in grades 3-5. The scores in 2011 showed an increase in proficiency, but there has not been adequate time to determine if the increase is a trend. Our staff is focused on increasing the percentage of students scoring Proficient or Advanced in reading. While the data shows a consistent level of proficiency in the 70s that is excellent, we are not satisfied with the growth of the lowest 25% and have changed many aspects of the reading program at grades 1-2 in the last three years. We are excited to see if these changes are reflected in the scores as these students reach testing grades.

A review of the performance trends in math shows a more steady increase that our staff attributes to the implementation of 90 minutes of math instruction each day for every student. A portion of the time is direct instruction to the whole class, and a portion is individualized as dictated by student needs. Test

results on both the NMSBA and our short-cycle assessments indicate that this approach is leading to greater student success in math. The increase of the percentage of students scoring Advanced in math is another trend we applaud. In 2008 3% of all students were Advanced in math on the NMSBA and 10.8% were Advanced in 2011.

Any review of performance trends must look at not only the overall scores of the school, but also the scores of the sub-groups. At Central School we have a significant part of our student population that fit into the Hispanic sub-group and the majority of our students that are identified in the Socio-Economically Disadvantaged. The demographics in these two sub-groups have not changed a great deal in five years. Between 70% and 75% of our students are Hispanic each of these years, and between 72% and 80% receive free or reduced meals. The test data over the last five years shows little or no gap in the achievement levels of either of these two sub-groups. The greatest gap was less than 5% and was seen in the 2011 NMSBA reading scores. In several instances the sub-groups' scores were a bit higher than the scores of the all students group. At Central School there has not been an issue with the achievement gap in math or reading in the past five years.

## **2. Using Assessment Results:**

While the NMSBA is an important assessment that provides data to inform instruction and guide school growth, it is only one piece of a systemic approach to assessment and the use of results. Several other assessment tools, both formal and informal, summative and formative, are used to gather information on current levels of achievement, learning styles, and progress towards goals. Assessment results are used to plan instruction both on a whole-class and individual level. Results are also used when planning for school-wide professional development needs.

At the beginning of each school year several assessments are administered to determine current levels of performance in reading. Students in the first grade are given the STAR Early Literacy Test, the STAR Reading Test, and the DIBELS assessment to determine both reading levels and specific skill areas of weakness and strength. The results of these assessments are combined and evaluated to determine the appropriate initial reading group placement. Second graders take the STAR Reading Test and the DIBELS assessment to make the same placements. First and second graders are placed in reading groups based upon need rather than by grade level. Third, fourth and fifth graders take a STAR Reading Test, and those results are evaluated along with the results of prior year short-cycle results and in the case of fourth and fifth graders the NMSBA results to determine where to begin both instruction and independent reading levels. Second through fifth graders take a short-cycle assessment within the first three weeks of school, and those results are used to validate reading level placements. Teachers also use these results to plan instruction.

Math skill levels are determined using the STAR Math Test. Using these results along with the results of the prior year's kindergarten math skills checklist, the teacher tweaks the instructional plan to meet the needs of the first graders. Second through fifth graders also take a diagnostic math assessment as a part of the Accelerated Math program. The results of these assessments as well as the short-cycle assessment and all prior year's results are considered for both instructional planning and determination of grade placement and objectives to be addressed individually.

As the year progresses other assessments are utilized to continue the refinement of the instructional program. In reading, informal teacher assessments are used in conjunction with comprehension tests, phonics tests, and end-of-unit tests to measure progress toward the goals determined at the beginning of the year and to determine if a student needs additional support or a possible referral to the SAT (Student Assistance Team) committee. Reading meetings are held every two weeks, or upon the request of any teacher. Math ongoing assessments include tests on specific objectives in Accelerated Math and end-of-unit tests. Once again these results are used by teachers to tweak instruction and to determine the need for additional support. Short-cycle assessments are given in the winter and the spring to all students, first through fifth grades, and those results give direction as to the specific standards that need to be given more attention both at the classroom and individual levels. Short-cycle results are also used to determine

if the individual trajectory of learning is on-track for each student. These results also provide information on individual student growth. If the growth or the trajectory isn't adequate the results are used for interventions either at the classroom level, or possibly in a Tier Two Intervention.

The results of the NMSBA are not available until after the ending of the school year and while these results are certainly used for instruction and individualization, they are also a big part of planning for professional development each year. For example, our test results for the 2011 NMSBA showed that reading vocabulary was a weakness for many of our students. In math, fractions were an area of concern. Our short-cycle results reflected the same areas of concern. As a part of their Professional Development Plans for this year, teachers researched both of these areas including strategies and materials that could be used to enhance instruction. Research results, ideas and activities were shared in two separate PLCs (one on vocabulary development and one on teaching fractions) resulting in all teachers having many more ideas for increasing student achievement. All decisions concerning the direction of our school are made with information from assessments as a part of the plan.

Informing students, parents and the community of the progress being made toward learning goals is enhanced through the use of assessment results. Every student has individual conferences with their teacher to determine learning goals and progress toward those goals. This progress is determined primarily through assessment results both on informal daily activities and short-cycle assessments. Charts and displays are an important part of the learning environment and give students a visual reminder of their current level of performance and their progress. Attainment of learning goals is recognized and rewarded in Awards Assemblies and Reading Award Announcements. Students who have taken the NMSBA in the prior year have an individual conference with the principal to identify areas of strength and weakness and to set learning goals for the school year. The learning goals are posted on cards the students have on their desks throughout the school year. Formal parent conferences are held twice a year and Central School has 100% participation from our families. During these conferences all assessment results are discussed with parents and they receive copies of all formal assessment results. Reports are sent home each week to provide information on classroom assessments and families may have a conference at any time to discuss any concerns. The community is made aware of the results of the NMSBA through the Public Education Department website. Schools are identified by their scores and their grade in the A-F school grading system. Our local newspaper also reports on the testing results of the district and individual schools.

### **3. Sharing Lessons Learned:**

Central School is a part of a small, very connected district. Colleagues meet informally and formally many times during the school year. Sharing challenges and successes are a part of all of these conversations. Teachers in our building are very willing to share and also are ready to learn from others to enhance their own practice. Teachers from other buildings come for informal visits to observe reading groups, Accelerated Math lessons, and the integration of the SMART Board into the classroom. After-school grade level meetings have provided the opportunity for our teachers to discuss how they effectively use assessment results to guide instruction. In a more formal district-wide professional development venue, Central School contributed a presentation on dealing with learners from poverty. Information was shared based upon PLC work exploring the work of Ruby Payne as well as experiences and lessons learned from working in a high-poverty, high-performing school. A district-wide training on understanding and using the results of our short-cycle assessment was held in our building. All of the district's teachers and assistants from second through the fifth grades met together for an overview on creating assessment reports and using that data. After the large group presentation, participants divided into grade level groups, and our classroom teachers facilitated small-group discussion and exploration groups. The New Mexico Association of Elementary School Principals distributes a quarterly newsletter. Information detailing our school's approach to reading instruction was featured in an article that was made available to principals in the state. On a national level, Renaissance Learning has contacted Central School, and they are conducting a case study based upon the academic successes of our school. Interviews have centered upon the academic results of our students as reflected on the statewide test. This information will be shared through their national forum.

#### **4. Engaging Families and Communities:**

Engaging families in student learning has been one of the biggest challenges our school has faced. Central is a neighborhood school and many of our families live in the community surrounding our school. Our school has worked for several years to create an inviting school environment in which the school is an integral part and in which families feel welcome and needed. Unfortunately many of our parents have had negative school experiences, and overcoming this obstacle has required finding creative ways to get families into the building. Our focus is to make school accessible and to be genuine partners with our families in their children's education.

At Central School we begin the school year with the Hot Dog Happening. This event is sponsored by a local company that provides the food and the manpower for a big cookout. Families of the students and families of the faculty come together for no other purpose than to get to know each other. This open and informal evening allows us to set the stage for good relationships and more involved interactions later in the school year, including a Family Night each nine weeks.

During the first nine weeks, we have a Family Reading Night that is sponsored by the PTO. Students and their families read together, take tests, visit the Book Fair, and enter their names to win reading prizes. This event is always well-attended and offers teachers the opportunity to instruct families on how to best read with their children. Family Science Night is the highlight of the second nine weeks. A partnership with a local company allows us to provide families an opportunity to conduct science experiments together and to take the materials home to replicate the experiment. Door prizes are all science activities and materials. Parents have expressed how grateful they are for the opportunity to connect with their students in a positive learning experience. Family Math Night is very similar to Family Science Night with a focus on math and math games.

The year ends with another Reading Night focusing on ideas for summer reading. Families are also involved with the educational process through their input at several individual student conferences during the year.

Twice a year we have report card conferences and for the last five years we have had 100% participation. If families cannot come to us, we go to them with a home visit. Fifth grade parents also have an individual transition conference for their student as they move to the intermediate school. If there are additional concerns for a student, a SAT meeting is called and families are always a part of these discussions and planning meetings. Through all of these efforts we have created an atmosphere where families are comfortable in a school that belongs to them, and where they are partners in their child's education.

### 1. Curriculum:

The curriculum at Central School is well-rounded and addresses every area of the state's standards and benchmarks. At the core of the curriculum are Reading/Language Arts and Mathematics instruction. Each of these subject areas are addressed for 90 minutes each day. Reading/Language Arts instruction for 1<sup>st</sup> and 2<sup>nd</sup> graders is conducted in a 90 minute block at the beginning of the day in which students are grouped by reading levels. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders also receive reading instruction for 90 minutes, although the time may be split. Reading instruction is a balanced approach between direct instruction guided by a research-based basal program and Renaissance Accelerated Reader. Language and writing instruction is provided as a part of the reading program, and is addressed as a separate skill set. Writing is addressed in every subject area, with the direct instruction provided both through classroom lessons and activities in the computer lab that monitor progress. Because our state test requires extended responses in all subject areas, instruction is provided on how to write to a prompt, as well as instruction in narrative, expository, persuasive and more creative kinds of writing. All students receive 90 minutes of mathematics within their own classroom.

Mathematics instruction is also a balance between the district- adopted Expressions math program and the individualized Accelerated Math program. This allows teachers to address every state standard. While whole-class lessons are always on grade-level, the individualized portion of the math program often has students working a full year above grade level or at times reviewing concepts from a previous grade.

Our curriculum also includes instruction in Science and Social Studies. While these subjects are included in math and reading through interdisciplinary approaches, each subject is also addressed as a separate subject. Our science curriculum is a hands-on kit based program with the textbook used as a supplemental resource. The kits are aligned with our standards and if every kit is completed at a grade level, every standard is addressed. Health standards are also taught through the science curriculum. Social studies instruction is based upon a textbook with a great deal of supplemental help from technology resources.

Our students also participate in an organized physical education program with instruction provided by our coach. Activities are designed to meet the physical education standards. Health and wellness standards are also addressed during the PE classes. This time is in addition to the times allotted for recess.

All of our students attend music classes and art classes. These curriculums are aligned to state standards and instruction is provided by teachers certified in these areas. ELL instruction is provided to all identified students daily, and Spanish Language Arts is provided to all students at least twice a week. All of this instruction is provided by a certified bilingual teacher and is aligned with state standards.

All of our students receive instruction in the computer lab every day. This instruction is coordinated with the classroom teacher and includes lessons on technology, keyboarding, and support for all other curricular areas.

An additional curriculum taught at Central School is the Respect curriculum. Students are instructed on the expectations for behavior with an interactive approach. Pledges are made to respect ourselves, others and our school. If a student fails to meet these standards, a repair must be made. If the disrespect is to another person the repair may be verbal or written. If a student is unable to make a repair, they go to the recovery table (an area in our hallway) until they are able to complete a written repair. This attitude of mutual respect provides an enhanced learning environment that allows every student access to, and success within the curriculum.

## **2. Reading/English:**

Conversations heard in the hallways of Central School are very often about reading, books, progress and success. Our goal is for 100% of our students to be reading at or above grade level and we achieve this goal through strong foundational instruction and individualized reading practice. After reviewing the results of initial assessments, 1<sup>st</sup> and 2<sup>nd</sup> graders are divided into six reading groups. The students who are struggling the most are in a group of no more than 10 that is taught by our most experienced and successful reading instructor with support from the bilingual teacher. Another group of approximately 10 struggling readers is led by the SPED teacher and a teaching assistant. The next group is led by the Title reading teacher and her assistant and serves from 14-17 students. Every year is different depending upon student needs, but this year each of these groups is instructing foundations through a first grade basal. Every group is teaching the same skills at the same rate; however the lower groups provide more support. This approach assures that no student falls behind due to lack of exposure to the entire curriculum. The fourth group instructs from a second grade curriculum, although first and second graders comprise the 16-18 students in the group. This group is led by a classroom teacher. The fifth group is a more typical 2<sup>nd</sup> grade reading group of 16 students led by a new classroom teacher. The sixth reading group instructs from both a third grade and a second grade curriculum, with the group of 16-18 divided by needs. Within each of these groups the 90 minute block is divided into phonics instruction, phonemic awareness activities, reading fluency practice, instruction in comprehension strategies, and vocabulary development. Phonics instruction involves a program called JoJo Phonics that includes visual cues and motions for each sound segment in reading. Students who have been at our school for several years will often be seen using the hand motions to decode unknown words far beyond the time of direct instruction in phonics. 3<sup>rd</sup> through 5<sup>th</sup> grade students are focusing on reading to learn and instruction on skills is provided through a research-based basal program. Interventions are provided as the need is indicated by assessments and teacher observation. Accelerated Reading is a part of the reading program for all students. Students read books at their own level and test to check for comprehension. Teachers use this opportunity to provide individual instruction on reading fluency and to increase vocabulary. Our library is open at all times and students always have access to books. Reading logs are maintained and parents sign off each night that they have monitored their child's reading. Setting goals and celebrating reaching goals is an important part of our school culture.

## **3. Mathematics:**

Central School uses a balanced approach to mathematics instruction that includes hands-on experiences, computer-based practices, whole-class direct instruction, and individualized practice. The district-adopted math program, Houghton-Mifflin Expressions, is used as a part of every instructional day. Instruction is provided in numbers and operations, geometry, algebra, data analysis and probability, and measurement. The lessons are presented as units of study and the program spirals from year to year. Lessons are presented using the SMART Board and manipulatives, as well as practice activities. Discussions are utilized to practice real-world applications of math concepts. Writing to math prompts is also taught and practiced. Students read, analyze, compute and explain the answers to questions including written responses and drawings to explain their mathematical thinking. In first grade math journals are used to lead students to this kind of thinking. Much of this writing instruction is whole-group; however different groupings are utilized to practice this writing in math and other skills including small-groups and peer teaching. Accelerated Math is used in all classrooms 2<sup>nd</sup> -5<sup>th</sup> grade to individualize math instruction. Students are assigned math objectives and goals are set as to the number of objectives that a student should meet within each week and each grading period. Teachers provide small group and individual instruction on concepts and skills. New objectives are not presented until current objectives have been mastered. All objectives are reviewed on a periodic basis with any objectives causing problems being reintroduced. Progress is monitored and charted in order to assure that students and families know exactly where they stand in their math learning. This program allows students to progress at their own rate, with many students working a full grade level ahead. Skills are practiced and reinforced using computer-based programs such as My Skills Tutor and IXL. Math fluency is increased through the use of Math Facts in a Flash with students reaching goals in addition, subtraction, multiplication, division, and square roots. Progress is recognized with a display in the hall.

#### **4. Additional Curriculum Area:**

Central School approaches science instruction as an important part of the curriculum. We are encouraging our students to explore careers in science, math and engineering. Our fifth graders take a trip at the end of the year to visit a university campus and participate in engineering activities in the lab. Because of this emphasis, we strive to provide a solid foundation for further learning in those areas. Our science curriculum utilizes kits that are aligned to our science standards and benchmarks and provide grade-appropriate hands-on learning experiences in earth science, life science, physical science, and the role of science in society. Each grade level receives five kits a year: 2 kits focused on physical science, 1 kit focused on earth and space science, and two kits focused on life science with one of the life science kits focusing on health. Each of the kits contains non-consumable and consumable items that are used for experimentation and testing. Materials are included for record-keeping, charting, and analysis of data. Students learn to set up experiments, record data and reach conclusions. Textbooks are used to reinforce learning and as an additional resource for research and exploration. Science is also the emphasis during Family Science Night in which families participate in experiments with their students. This event is sponsored by an oil company that also provides a guest speaker who presents information on science in the world of work to enhance our science education on science in society. Our science learning is also enhanced by activities in the computer lab. Teachers align instruction based upon the standards being addressed by the kit and involve students in research activities to expand their learning on the area of focus for the unit. Science is also integrated into the reading and math curriculums. In their individualized reading programs, every 3<sup>rd</sup> book must be a non-fiction book. Many of these are science books and encourage even the youngest readers to begin to read to learn which is an important science skill. Teachers at Central School use many interdisciplinary approaches in their lessons which enhance and support the science learning of our students.

#### **5. Instructional Methods:**

Central School has a small total population and one SPED teacher must meet the needs of all students in all grade levels. Often plans made for specific students must be carried out by the classroom teacher. In addition to students with identified learning issues we have many other students who access the curriculum in different ways and need specialized approaches to achieve success. Because of these situations, differentiated instruction is a must in each classroom. Every teacher must implement instructional methods and strategies in order to serve every student. Lecture, lecture with discussion, cooperative learning groups, brainstorming, and worksheets are all methods that are used in our classrooms with success. However these methods alone are not enough for many of our students. At Central School we utilize many direct teaching strategies to support students with learning differences. These methods are used both in the classroom as a part of individualization and in Tier 2 Interventions. Very specific learning targets are identified, often through assessments, and students are reminded of why the content is important and how mastery will be measured. Mastered objectives are reviewed on a regular schedule to assure that learning has been retained. Games are another instructional method that our teachers are using with great success. Large group, small group and peer pairs are all implemented when using games to support instruction. Games are engaging and provide teachers with quick feedback and allow for differentiation either within the game itself and the student pairings, or by changing the role of the learner in the game. Multimedia and technology devices have provided some of the best differentiation for our learners. Our fourth grade is piloting the use of tablets called Kunos and internet cloud technology to provide content to each individual student on their level, whether it is reading material, video clips, or activities. The use of hand-held student response systems in conjunction with the SMART Board also allows students to differentiate both with the questions asked and the responses expected. This technology is used in every classroom. Computer programs such as IXL, My Skills Tutor, Education City and Spelling City all provide teachers the opportunity to present content at different level or a different pace. For example, spelling activities can be personalized to use fewer or more words as well as words of different complexity. Using these programs proves beneficial for both struggling and advanced students.

## **6. Professional Development:**

Central School's professional development plan is a part of the district-wide plan that reviews assessment results, parental concerns, and teacher input to provide customized professional development experiences that address the needs of all stakeholders and most importantly, increase student achievement. In recent years our district has focused on the alignment of the curriculum and curriculum mapping. To assist our teachers in this process we use the PD360 program. This internet-based program provides videos of nationally recognized presenters and opportunities for teachers to reflect and respond on the segments they have viewed. Our teachers viewed several segments on curriculum mapping before beginning the mapping for our district. The teachers in our building made several discoveries through this thorough examination of the curriculum and our assessment results on the NMSBA. In reading and language arts it was clear that our students needed more support with vocabulary development. In mathematics the need was obviously for more instruction in fractions. As is the practice in our building, the teachers came together and developed a professional development plan to address these needs. The teachers accessed PD360 videos that addressed vocabulary development as well as instructional techniques for teaching fractions. After viewing the segments and exploring other sources, the teachers came together in two separate PLC discussions and shared their information, strategies and activities. This allowed a synergistic exchange that resulted in each teacher having 20 times the instructional ideas and approaches.

The next steps in this professional development will be the review of short-cycle assessments and the NMSBA to evaluate if the increased efforts have resulted in increased scores. This process is the primary way in which professional development is conducted in our building. Another avenue of professional development is the individualized plan that is formed between the principal and each teacher to address individual needs. Most often these needs are recognized through observations and the evaluation process. These plans are customized with certain PD360 videos and reflections being required.

Sometimes classroom observations of other schools or classrooms are a part of this plan. Additional observations determine if the job-imbedded professional development has been successful. District-wide, school-wide, and individual professional development plans are always developed with student achievement as the focus.

## **7. School Leadership:**

The leadership philosophy at Central School is one of shared vision and responsibility. Key staff members take a number of leadership roles in the development of programs and policies and decision-making is a shared responsibility. The role of the principal is one of instructional leader and guardian of student improvement. The head teacher offers additional support both as a mentor to new teachers and a source of good advice for all staff members. The head teacher also provides leadership when the principal is out of the building. At Central School teachers assume the roles of team leaders for reading and math. These leaders are responsible for the reading achievement board, the math achievement board, reading awards, math awards, and reading reward activities. Ideas for improvement of our math and reading programs often are initiated by these individuals. Another pivotal leadership role is the chairman of the Student Assistance Team. The SAT process is vital to providing the support and interventions to assure student success. A teacher in our building accepts this responsibility and not only maintains all of the paperwork involved, but develops relationships with families during the SAT meetings. Several district level leaders are a part of our staff including the elementary science coordinator and the elementary math coordinator and two math coaches. These leaders provide additional support for teachers and work with the staff to continually improve the curriculum in math and science. The PTO also provides support and input concerning expenditures and programs, assuring that everything is done with student achievement as the goal. The principal at Central School works with all of these leaders in planning for activities and events. The role of the principal is to be a presence in every classroom every day to observe, advise and provide support. Developing leadership within the school is another important function of the principal.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NMSBA

Edition/Publication Year: 2006-2011 Publisher: Pearson/Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	78	82	63	73	70
Proficient and Advanced	10	0	5	14	9
Number of students tested	40	17	19	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	4	1	5
Percent of students alternatively assessed	0	0	17	1	17
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	75	80	53	67	70
Proficient and Advanced	10	0	0	20	9
Number of students tested	31	15	15	15	23
<b>2. African American Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	76	85	59	67	67
Proficient and Advanced	7	0	0	17	6
Number of students tested	29	13	17	18	18
<b>4. Special Education Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>6.</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>NOTES:</b>					
All D level severely disabled students in the district are educated in our building. This results in a larger than expected percentage of alternate assessments some years.					

12NM1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: NMSBA

Edition/Publication Year: 2006-2011 Publisher: Pearson/Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	73	65	79	73	65
Proficient and Advanced	8	6	5	0	4
Number of students tested	40	17	19	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	4	1	5
Percent of students alternatively assessed	0	0	17	1	17
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	68	67	73	73	65
Proficient and Advanced	0	7	7	0	4
Number of students tested	31	15	15	15	23
<b>2. African American Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	59	62	76	72	67
Proficient and Advanced	7	8	6	0	0
Number of students tested	29	13	17	18	18
<b>4. Special Education Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>6.</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>NOTES:</b>					
All 3rd, 4th and 5th grade D level severely disabled students in the district are educated in our building, resulting in high percentages of alternate assessments some years.					

12NM1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: NMSBA

Edition/Publication Year: 2006-2011 Publisher: Pearson/Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	85	75	84	44	59
Proficient and Advanced	15	0	16	17	3
Number of students tested	20	20	25	18	39
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed	4	20	4	5	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	83	74	81	43	59
Proficient and Advanced	12	0	10	7	3
Number of students tested	17	19	21	14	39
<b>2. African American Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	85	71	81	50	63
Proficient and Advanced	8	0	19	19	4
Number of students tested	13	17	21	16	27
<b>4. Special Education Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>6.</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>NOTES:</b>					
All D level severely disabled students in our district are educated in our building. This results in a higher than expected percentage of alternate assessments in some years.					

12NM1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: NMSBA

Edition/Publication Year: 2006-2011 Publisher: Pearson/Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	75	70	76	56	56
Proficient and Advanced	20	5	16	6	5
Number of students tested	20	20	25	18	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	5	1	1	4
Percent of students alternatively assessed	4	20	4	5	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	71	68	71	50	56
Proficient and Advanced	24	0	10	0	5
Number of students tested	17	19	21	14	39
<b>2. African American Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	69	71	71	63	63
Proficient and Advanced	23	0	19	6	7
Number of students tested	13	17	21	16	27
<b>4. Special Education Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>6.</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>NOTES:</b>					
All D level SPED students with severe disabilities in the district are educated in our building. This results in a higher than expected percentage of alternate assessments in some years.					

12NM1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: NMSBA

Edition/Publication Year: 2006-2011 Publisher: Pearson/Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	54	46	48	41	60
Proficient and Advanced	8	21	0	10	0
Number of students tested	24	24	25	39	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	1	2	4	0
Percent of students alternatively assessed	17	4	7	9	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	47	40	42	30	60
Proficient and Advanced	0	15	0	0	0
Number of students tested	19	20	19	27	20
<b>2. African American Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	53	40	43	41	62
Proficient and Advanced	0	25	0	7	0
Number of students tested	19	20	21	27	13
<b>4. Special Education Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>6.</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>NOTES:</b>					
All D level SPED students with severe disabilities throughout the district are educated in our building. This results in an unexpected percentage of alternate assessments in some years.					

12NM1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: NMSBA

Edition/Publication Year: 2006-2011 Publisher: Pearson/Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient	67	37	56	64	75
Proficient and Advanced	13	8	20	5	5
Number of students tested	24	24	25	39	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	1	2	4	0
Percent of students alternatively assessed	17	4	7	9	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	64	30	58	52	75
Proficient and Advanced	11	5	16	4	5
Number of students tested	19	20	19	27	20
<b>2. African American Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	69	35	57	63	69
Proficient and Advanced	11	10	24	4	0
Number of students tested	19	20	21	27	13
<b>4. Special Education Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>6.</b>					
Proficient					
Proficient and Advanced					
Number of students tested					
<b>NOTES:</b>					
All D level SPED students with severe disabilities in the district are educated in our building. This results in a larger than expected percentage of alternate assessments in some years.					

12NM1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient	72	65	65	50	62
Proficient and Advanced	10	8	7	12	3
Number of students tested	84	61	69	79	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	7	6	9
Percent of students alternatively assessed	7	8	9	5	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	69	63	59	43	62
Proficient and Advanced	7	5	3	7	3
Number of students tested	67	54	55	56	82
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	70	62	61	51	64
Proficient and Advanced	5	10	6	13	3
Number of students tested	61	50	59	61	58
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12NM1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient	71	55	69	64	63
Proficient and Advanced	12	6	14	3	4
Number of students tested	84	61	69	79	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	7	6	9
Percent of students alternatively assessed	7	8	9	5	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	67	53	67	57	63
Proficient and Advanced	9	3	11	1	4
Number of students tested	67	54	55	56	82
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	64	54	67	65	65
Proficient and Advanced	11	6	17	3	3
Number of students tested	61	50	59	61	58
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Proficient and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12NM1